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TRAINING PACKAGE COURSE PROGRAMME

FOR
TRAINING/STAFF DEVELOPMENT PERSONNEL

1. The Training and Staff Development Workshop which is the subject of this package memoire is for those earmarked to serve or already serving as training and staff development personnel, Training Managers, or Instructors/Teachers in pre-service, public service training institutions, or those serving in a supervisory capacity in Government departments or in parastatal corporations.

2. The workshops are a follow-up to Training of Trainers in Development Administration Workshops which were held in the 1980-1981, and the on-going Human Resource Management Systems development workshops which arose out of the resolution of the first Conference of Ministers Responsible for Human Resources Planning, Development and Utilization, which accorded high priority and requested member States to establish national institutional machineries for policy harmonization and programme co-ordination in Manpower Planning, Training Development and work/employment market planning and adjustments.

3. While the major focus of the training of trainers in development administration workshops was on the appraisal of administrative orientation and practices characteristic of the pre-independence era, the review of the emergent orientations, expectations and institutional proliferations that characterise the post independence Development Administration era , the Workshops went on to the revuew implication of Development Administration to training, and the nature, scope and elements of training policy required for the development of Development Administrators.

4. On the other hand, while Human Resources Management System Development Workshops focus on the review of status and effectiveness of existing human resources management system and sub-systems of Manpower Planning, Training Development, and employment and productivity enhancement, they serve as a forum for consultations and agreement on the policy, administrative arrangements, the related organizational unit functions, communication as well as reporting accountability linkage relationships, staffing, data and information base requirements for effective operation of the three subsystems required in the overall human resource management system.

5. As a follow-up to the above and a continuation of the past effort, the training, and staff development Workshops are designed to prepare the personnel to develop and institutionalize the agreed Training Development Sub-system required for (i) the preparation of Development Administration Personnel; (ii) fostering and maintaining an interface and integration of the Training Development Sub-system with the Manpower Planning and Employment and Productivity Enhancement Sub-system.

6. Responding to the paucity of trained, professionally oriented and committed trainers and staff Development personnel the workshops are aimed at preparing those to man the reconstituted Training Development Units. They are the first of initial activities in a series at the end of which participants will be able to:

6.1 Monitor and keep appraised of Manifestations of administrative practices and orientations characteristics of pre-colonial era in relation to post independence rising expectations, institutional proliferations, and thereby determine responsive administrative orientations and practices, that are required for post independence Development Administration era.

6.2 Crystalize administrative practices and orientations that are characteristic of Development Administration thereby determine their implication to training and career Development in the Public service.

6.3 Develop, install and manage a viable Ministerial Training Departments and/or units with (i) definitive training policy guidelines (ii) reconstituted training units with redefined functions, (iii) defined reporting and accountability linkage relationships between and within the units, (iv) agreed staffing compliment with related career plans, (v) data and information gathering schedule arrangements and (vi) established funding options within the constraints of available resources.

6.4 Assume and practice appropriate staff development officers roles, determine competency and training requirements for self development and efficient execution of the functions required of Trainers and Staff Development Personnel.

6.5 Develop, install and/or apply systems approaches in the design, development, evaluation, institutionalization and effective management of Training and Staff Development programmes.

6.6 Up-date and keep appraised of the prevailing technological developments in the field of Training and androgogy: thereby select, manage and advise on the selection and use of appropriate training strategies, instructional methods and techniques as well as training media.

7. For the realization of the foregoing objectives, the following content areas and the related annotations are proposed for consideration.

CONTENT FOCUS	TEACHING-LEARNING STRATEGY
1. Nature, characteristics and application of Development Administration	
1.1 Characteristics and orientation in pre-independence administrative practices. 1.2 Characteristics and orientation of transitional Administrative practices 1.3 Post independence expectations, developments and re-orientation in Administrative practices. 1.4 Development Administration practices - a synthesis of practices and indication for alternative administrative practices and its implication to training in the public service.	Group work, report back and lecture inputs focussing on (a) Administrative orientations and practices characteristic of (i) pre-independence, (ii) transitional and (iii) post independence era (b) A synthesis of the orientation and determination of the changing patterns and alternatives with a view to determine what constitutes Development administration practices and orientations and their implication to training in the public service.
2. Purpose, nature and dimension of Training and Staff development	
2.1 Nature, and function of training and staff development.	Group work, report back and summative lecturette focussing on (a) nature and function, as well as the prevailing factors militating the need for training, and (b) the Dimension and patterns in public service training.
3.3 Role and Function of Trainers and Staff Development Officers:	
3.1 Roles, functions and competencies. 3.2 Identification, recruitment, deployment and grading. 3.3 Career patterns, training and development of trainers.	Group work, report back and lecturette sessions to determine (a) the various roles, functions thereby derive competencies required of, universally acknowledted, and as practiced by Trainers (b) problems and patterns of reorientation, deployment and grading of staff development officials, (c) sample job description for each role and level to be developed and career pattern developed for training/staff Development officials.

4. A systems approach to training

4.1 Systems concepts and phases, and its application to training.	Group discussions, report back and lecture session to (1) determine concepts, phases and derive the application of systems notions to training; thereafter (ii) identify events symptomizing existence of training/ organizational development needs; focussing on methods, techniques and procedures (iii) determine how objectives are derived; course content and organizational development programmes are derived from the objectives, and subsequently evolve the whats, when, how and whys of the evaluative process.
4.2 Analysis and identification of performance discrepancies, training and organizatuonal development needs.	
4.3 Derivation and specification of training and organizational development objectives.	
4.4 Design and development of (i) Training programme, (ii) Organizational development programmes.	
4.5 Evaluation of training and organizational development programmes.	

5. Management of Training and Staff Development functions/programmes:

5.1 General considerations of the training function and its relations with manpower planning, development and productivity enhancement, and its place on management.	Group discussion, exercises, and report back - lecture sessions wherefrom.
5.2 Training policy analysis and formulation: problem identification and definition - nature, scope, elements and perspectives.	(a) Attempt to determine what a training policy is, how it is developed, its nature and scope focussing on major elements.
5.3 Training policy execution and harmonization:	

(a) Organizational administrative arrangements

(i) **Administrative:**

Perspectives-national, key sectoral, and organizational/ ministerial levels.

(ii) **Advisory committees**

Perspectives-national council and sectoral or occupational skills committees.

(b) Executive arrangements

(i) National, key sectoral and organizational/ministerial-training institutions and centres.

(ii) Relations with national, key sectoral and organizational/ ministerial training divisions/units.

(c) Co-ordination of training:

Reporting, accountability and communication linkage relationships:

. National and key sectoral linkages

. Key sectoral ministries and each individual ministries

. Within ministry between the manpower planning, training and employment and the various units in each.

(b) Minor administrative arrangements at national, key sectoral - public service, parastatals, private, and informal rural urban sectoral responsible ministries are identified, with key administrative arrangements and requirements for each unit in policy administration.

. Advisory activities between new policy requirements, and policy execution.

. Executing training institutions and linkage with administrative and advisory guidance clusters.

The issue of operational constraints and measures to ensure effective co-ordination, and harmonization of policy execution activities are determined.

(d) Staffing

- Job description, grading career patterns and scheme of service.
- Recruitment and deployment patterns.
- Training development.

The question of staffing, job description, - major tasks and competencies, grading, schemes of service and staffing patterns are worked on, discussed and crystalized.

(e) Data and information

- Type and source
- Schedules, frequency of collection, methods and procedures.
- Treatment and use.

Importance of data and information to trainers and trainees is reviewed and underscored.

(f) Funding

- Sources and patterns
- Collection and desbursement

Administrative

- Arraggements
- Training plans and budget preparation

Alternative funding arrangements are reviewed with a view to exploring the possibilities for a national training fund, and how it is to be mobilized, administered and disbursed.

How they are developed and used for securing resources.

(g) Evaluation of Training:

- Cost effectiveness
- Impact
- Mastery and accomplishment
- Attitudinal disposition

The various levels and means/strategies of evaluation are reviewed and determined

5. Dimensions, strategies and methods in training and staff development.

6.1 General consideration of Dimensions: Of knowledte and skills focus

. Managerial skills

Technical skills

Supervisory skills

Professional/ TechnoXogical Executive development

Group-task oriented-discussions, report back and lecture to:

(i) recall whatever methods strategies and approaches, they know of, practised or seen or heard practices.

(ii) develop a list on buzz group basis

(iii) through question/answer, sort the list out and categories approaches, strategies, methods.

Approaches

Induction and orientation

Upgrading and Conversion

Pre-and-in-service and

- Job relation, Job restructuring, special assignments, etc.

(iv) recall which ones they are familiar with, want to refine, or have near experience.

(v) Demonstrated through lecture and explanation focusing: what it is when and how used.

Strategies

Conferences, seminars

Symposia, staff meetings

Supervisory counsel and performance evaluation.

6.2 Methods

. General over view

Lecture, question and answer didactic

Group methods - discussion, group, buzz group, syndicate, T.group, instrumented and experienced, T-group, Transactional, analysis, Managerial great, and behaviour analysis.

What aspect of the congnitive psychomotos and affective learning is better served, and (.) What aspect of teacher - learner passiveness or activeness is facilitated. Selection criteria is developed, and use is demonstrated for those that will have been selected.

Case study, critical incident process, and action maze

Programmed instruction.

In-tray exercise

Simulation and gaining

Role play.

6.3 Techniques :

Questioning

. Selection and practice of commonly used ones.

7. Instructional Media:

7.1 General overview of range and scope

7.2 Selection and use of selected

(i) Equipment/hardware

(ii) Media and software

Group work, report back lecture session based on what media they can recall used - a list is then developed, thereafter categories developed between projected and non-projected, hard and soft ware; and selection criteria is evolved; and use of some is demonstrated.

7.3 Categories:

Projected and non-projected

Real life and models

Chalk, and flannel and other boards.

8. Communication:

8.1 General considerations of nature and theoretical bases.

8.2 Practice, verbal, written and behavioural; and patterns.

Question and answer session on the nature and types of communication is undertaken, interspersed with experiencial exercise on one and two way communication, with analyses of observations to determine barriers and bottlenecks.

8.3 Barriers and bottlenecks

8.4 Tools and Media.

Effective reading listening, minutes taking, and memorandum working report presentation Public speaking.

9. Management of change

   Learning and change

   Group-task-oriented discussions and lecture focussing on change - its nature, factors causing, and how it is initiated, sustained and managed.

10. Other areas of interest:

    . Nature, elements and preparation of job-description

    . Task analyses and performance evaluation.

    . Productivity and its measurement among knowledge workers.

    - Types and levels and application in a teaching learning situation,

    - Transfer of learning to job situation and its application to development/ training efforts.

11. Evaluation of Training

A natural follow-up to these workshop would be subsequent annual workshops for the same participants - hopefully, then identified and developped as staff development officers or trainers - focussing on developing competencies and skills required for each of the five roles of trainers.